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ABSTRACT

Gathered together are descriptions of exemplary teaching programs, systems, techniques, innovations, teaching items, or methods that have been collected from teachers and administrators in the Santa Clara Unified School District. Listed under schools, each description offers different learning conventions that have proved successful or useful. Reading, language arts, math, science, drug education, and social studies are just some of the many areas that are covered in the descriptions. It is hoped that such a collection of shared ideas will encourage teachers to explore new pedagogical concepts, to borrow ideas and adapt them to their particular situation, and to question techniques and patterns that have become habit over a number of years. (HS)

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EXEMPLARY TEACHING AND PROGRAMS

IN

SANTA CLARA UNIFIED SCHOOL DISTRICT
1889 LAWRENCE ROAD
SANTA CLARA, CALIFORNIA

FILMED FROM BEST AVAILABLE COPY

MARCH - 1972

by
NORMAN CARTER
CURRICULUM COORDINATOR K-6

OS 200 856

GOALS

SANTA CLARA UNIFIED SCHOOL DISTRICT
(Policy 6000-Paraphrased)

1. Insure quality education by management and accountability
2. Develop programs to meet individual differences
3. Assist each student to realize and develop his potential
4. Discover and develop values to gain sensitivity in human relations
5. Achieve economic independence
6. Develop responsibility in civic decision-making
7. Develop communication and other basic skills
8. Assume responsible citizenship in a democracy
9. Develop acceptable moral and ethical characte
10. Devel awareness and adaptation to ch
11. Develop self-image and rational powers

INTRODUCTION

One of the difficulties of the school business in which we are all engaged is the problem of communication of ideas within schools and within a school district. For some unpardonable reason we teachers really do not talk about the very thing we do best of all, that is, teach students. We try out a new idea, find it successful, continue to work on it for a year and then tuck it away as a personal technique.

In reviewing programs throughout the United States covering exemplary reading programs, I have seen no better teaching than is going on right here in Santa Clara Unified School District. The educational diet we have available for students is varied and rich; it will enable children to build strong backgrounds in fundamental skills as well as value systems that will help them be successful human beings.

In this booklet - "Exemplary Teaching and Programs" I know that many excellent and innovative programs have been missed. I know that much strong, regular teaching is going on in the district that I have not described. These programs were not excluded on purpose, nor was there any intent to slight individuals or ignore good techniques. I am afraid it was a question of time only that has kept me from describing "your" program. This booklet will need to be up-dated periodically because none of us remain in one spot for too long a time.

If you have a system, a technique, an innovation, a method, a teaching item, or a program that will help youngsters learn, please write a paragraph describing it, and send it to me for inclusion in an up-dated version of this booklet. If you feel you may have a hard time explaining exactly how your educational system works, please give me a call and I will be glad to help you summarize it.

The purposes in gathering together these descriptions are: To enable teachers and administrators in the Santa Clara Unified School District to be aware of exemplary programs and instruction going on within our district, to give credit to hard working, creative, innovative and dedicated teachers in the district; to encourage all teachers to explore new ways; to borrow ideas and adapt them to their particular situation, and to question techniques and patterns that have become habit over a number of years.

I would like to thank teachers and principals who have described programs included in this booklet. Without their help and cooperation an effort of this type would not be possible.

Norman Carter
Coordinator-Elementary Curriculum

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

AGNEW:

Library Learning Center

Agnew School has a Library Learning Center staffed by a four-hour instructional aide and volunteer mothers. Instruments that are used in the classroom include a control reader, filmstrip viewers (of which there are four), along with the EDL filmstrips for use in the control reader at levels 1st through 3rd grades. A filmloop projector is also available and uses filmstrips which can be obtained from IMC. Cassette tapes are also used in a Bomar program for reading enrichment. Microscopes are also available with their light sources; a Learning Center is set up which accommodates six children and uses the Talking Book program by Scott Foresman, that is, children sit down with copies of the book and listen to a record that helps them through the story. The levels of math program by SRA are checked out from this Resource Learning Center for use in classrooms with the individual cassettes, recorders and listening devices which the teachers have in their rooms. The regular assortment of books that most of our libraries stock, are available in this Resource Library Since this Center is manned at all times, students from any level from 1st through 6th grade, come into the room to do reports or work on prescribed activities assigned by the teachers. The Resource Center is open during all hours of the school day.

Open Court Reading Program

Hoffman Program

The Open Court Reading Program is used in Kindergarten by a selected group of youngsters, who - in the opinion of their teacher Louise Weston - are ready to proceed in this developmental reading program. Several students work in the Hoffman Program three days each week. The Open Court reading program is being used at third grade in Lynn Mizufune's class in both morning and afternoon split-level sessions.

Contract Approach

A contract approach that is teacher developed in the reading program, fits the needs of children in her class. Several teachers use learning centers at Agnew School. Some teachers also interchange subject areas. The fourth grade math program in Paula Priestley's room uses contracts as well as learning centers,

in a manipulative approach to mathematics. This class can be observed from 9:00 to 10:45 A.M. The Open Court reading program is, in fact, the most used reading program at Agnew School, at levels from Kindergarten through 3rd grade. Teachers feel the program is most worthwhile and see development of students in a total approach to reading as well as language arts. Daily reading in this Basal Reading approach as well as language development approach, can be observed from 8:45 to 9:45 A.M., or 2:15 to 3:15 P.M.

Open Court Program

Jeannie Gorham teaches individualized contracted reading in the fourth grade, using the enterprise system and pre- and post-testing. This is available for observation at 9:00 to 10:45 daily. She also runs a contract approach in individualized spelling daily between 11:25 and 11:45.

Individualized Contracted Reading

Enterprise System and Pre- and Post-Testing

Juanita Clark - in a 5th/6th combination, utilizes the individualized contract approach in reading and math. Time - 9:00 to 10:45 A.M.

Individualized Contract Approach-Reading and Math

Lorraine Lee uses individualized learning centers in reading in the afternoon, without the help of an aide. This first and second grade combination uses contracts in both reading and math. Math from 10:30 to 11:30 daily.

Individualized Learning Centers

The most spectacular of the reading programs at Agnew is the Hoffman Reading Laboratory in operation at any hour of the day. Students from 1st through 6th grades are scheduled in at half-hour intervals for work in reading development in a structured format, using the Hoffman Reading System followed by short oral reading experiences with teacher aides or volunteer parents. Students are delighted with their progress and are anxious to use the program each day. Primary children use this facility daily while 4th through 6th grade students interact with the program every other day.

Hoffman Reading Laboratory

The Inventory of Language Development Kit is a two-part aid to teachers. First, it is a test of language development skills, and even more importantly, is a remediation kit that includes 106 individual lesson packets with accompanying cassettes appropriate to individualized learning centers. Students can be placed at a learning station, and can work independently on work sheets and activities while being directed by the cassette recording. This convenient packaged kit is really a whole language program

Inventory of Language Development

AGNEW-Cont'd.

suitable for Kindergarten to 2nd grade level and remedial work at any level above that. Lessons include - as a major category receptive language including gross sounds, fine sounds, discrimination of syllables, fine sound discrimination of words, digit span and auditory memory selective listening, verb identification, color identification, prepositional identification, and sentence comprehension.

Receptive Language

Another major section is the associative language which includes sound synthesis, body parts, opposites, geometric figures, usage, visual relationships, auditory relationships, analogies visual, analogies auditory. The third general area is the expressive language, including syllables, word repetition, sentence repetition, stories, grammar, prepositional usage, and gestural language. The program can be observed in action in three locations - at Agnew School from 9:00 o'clock to 10:00 A.M., in Louise Weston's or Marilyn Rosenthal's Kindergarten;at Mayne, in Florence Bergman's EH/LA classroom, and on Tuesdays and Thursdays and Friday mornings in Connie Artinger's speech class at Bowers.

Associative Languag e

Expressive Language

Agnew's ESL or "English As a Second Language" program is a diagnostic and prescriptive approach to language development for students who are bilingual or who are from bilingual homes. Students who speak Spanish, Arabic, Italian, Portuguese are seen on a daily basis by the instructional aide for 30 minutes to one hour at Kindergarten through 6th grade levels.

English as a Second Language

EXEMPLARY TEACHING AND PROGRAMS
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BENNETT:

Ted McCord at Bennett School teaches the sixth grade in Room 14; he uses a cluster grouping of seating in his room. Another interesting feature is the use of woodworking tools with the sixth grade students. The tools are typical; saws, hammers, drills, planes, nails. Another activity that takes place in this classroom is the playing of chess and quite a following and high interest of students is being built in this chess program. Mr. McCord's room is open before school, during the noon hour and after school and children gather there and use it as a center for discussion and interaction.

Cluster grouping

Woodworking Tools

Chess play

If one were to describe this program, he would say that it is child-oriented.

Two things that are used by Mr. McCord in his classroom are: (1) a listening post with a viewing center; and (2) viewing boxes that can be utilized in a daylight room and the controlled reader that is placed in a shadow box also for viewing in a daylight classroom. In this way several groups of children can be operating in the same classroom, without disturbing each other.

In Chris Heck's classroom, Room 12 at Bennett School, a math center is centrally located and in operation twice a week on Tuesdays and Thursdays between 11:00 and 11:30. Children are free to select any of the materials that are housed on the table. Let me briefly describe some of the items that are on this table:

Math Center

1. A grab bag in which any item is worth ten points.
2. A folder with geometry papers that are worth ten points per paper.
3. Math for pros - (which includes some harder work), worth 20 points.
4. Crossword puzzle math worth 20 points.
5. There were a number of different games,- fraction flash cards, division and multiplication flash cards, and a tan-o-gram set.

6. A measurement kit. In this kit are a number of folders, perhaps 20 or 25, and a pre-test is given before children enter this kit to determine the level at which they should enter. As they perform the activity and the experiences required on the written sheets, they must maintain a level of 90%. If they fall below that, they must repeat the assigned level sheet with the units of work. A post-test is given at the end to determine whether or not the skill has been mastered. Two measurement kits are available for students.

Measurement Kit

7. A fraction kit is another device in Chris Heck's room, made of perhaps 50 folders, containing - for the most part - a number of dittos which children pull out and use. There is a pre-test to determine at which point they enter this kit. There are a number of self-tests which children use throughout the kit, and a post-test near the end of each unit.

Fraction Kit

In both the measurement kit and the fraction kit, keys are provided so that the children may check their own work. All of this is managed by the use of a contract in which children plan their activities and note down what they are contracting to do for the week, the pages they are going to be working on, and the area which their work is going to cover. There is also a section for evaluation of the program on which they are working. For every page completed, they are awarded five points. In this classroom the points are used in the following way: prizes are awarded at the end of the week for those children having high scores. Children start over on their scoring at the end of each week.

One of the things that Chris tries to do in this classroom is give children experience in decision-making, allowing them to make their plans for the week, follow through on their planning by implementing those plans, and then evaluate their progress at the end of the week. As part of this program also, options are given to children so that there is a variety of choices to make.

Decision-making experience

In Don Worley's classroom at Bennett School in Room 11, Bev Daffney, a student teacher, assigned to Bennett from San Jose State, has worked out a unit on drug education.

Drug Education

BENNETT-Cont'd.

In this fifth grade a unit of work was introduced where drugs were broken down into the various component parts; that is, amphetemines, barbiturates, hallucinogenics, marijuana and narcotics. Children were asked to do some research and make reports on different types of drugs, including a description, nickname, dangerousness of the drugs, the effect on the body, dependency, (either physical or mental that is produced by the drug), the uses of the drug, i.e., use by a doctor through prescription, and other legitimate uses.

Films were used in this program that were checked out from San Jose State, titled: "Grooving" - No. 385; and "Hide and Seek" - No. 132. Both of these films are in color. "Drugs and the Nervous System" is available from Santa Clara County A.V. Center. These were correlated with work in the fifth grade text on circulatory system, digestive system, the nervous system, work of the respiratory system as well as the science book that was used; unit 5 - "Building Blocks of the Body". Magazine articles and newspaper articles were utilized to make this even more real, together with pamphlets from the school library at Bennett School obtained from the Santa Clara County Health Dept.

I.D.T.

Judith Brennan, Kindergarten teacher at Bennett reproduced material from the IDT in designing programs for her children. The children are given the IDT early in the year and are retested periodically to design a program appropriate for their needs. Four specific areas originally taken from the IDT were designed as Mrs. Brennan's program: Visual perception, motor skills, math, and alphabet recognition through phonics. "Learning About Sounds and Letters" from Ginn & Company, helps in the phonic work; along with "First Talking Alphabet" by Scott-Foresman. Many handmade games are used by the teacher with these students. The beginnings of the language experience books are introduced and the children bring in magazines, pictures from magazines, drawings that illustrate a letter or coloring or sound on which they are working. Also, an actor or pantomimist is appropriate for some of these sounds. A grocery store is also set up in this classroom, stocked with a number of items that have been brought from home, such as coffee cans, packages, or other things of this kind so that "store" can be played and children can have the experience of role-playing. This Kindergarten program uses "Let's Find Out", the weekly newspaper that is produced by Junior Scholastic. It is an exciting place for a child.

Language Experience

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

BRACHER:

Behavioral Objectives

Sally Adams, Jan Lewis and Cheryl Schuster Kindergarten teachers - Rooms A, B, and 4, have developed a set of Behavioral Objectives which define their program and which they use in reporting progress to parents, as well.

The math program in Room "A" uses many manipulative materials and the Language Arts program uses the Language Experience approach, which can be observed in Rooms "B" and 4.

Many of the PLAN materials and TLU's have been changed by teachers to make them more applicable to the situation at Bracher, to the Bracher children, and to the materials which are housed at the school. Areas have been rewritten, new sheets of materials have been added, some have been eliminated - depending on how individual teachers viewed the program and how they were able to change and adapt it to their needs.

Project PLAN

In the first grade, Gladys Yetka has been involved in Project PLAN for several years, has modified many of the teaching units included in that program and now uses those contracts in a non-structured approach in working with her children.

Julie Ann Scriver, also a PLAN teacher for some years, continues to use many of the programs that were involved in PLAN in a more structured approach. These two classrooms work toward independent learning by children.

In the second grade Nancy Wylde and Mary Marshall are using parts of PLAN in their classrooms.

Mary Lowery and Marilyn Nole also use the system adapted to better fit the materials at Bracher. The computer is no longer used to give daily feedback. All former PLAN teachers have developed a way of working without the computer support.

In the 4th grade the PLAN concept is continuing, on a cooperative teaching basis between Sandy Fioretti and Geraldine Hicks. The PLAN concept of individualizing and prescribing learning activities in accordance with the needs of the children, is alive today in the 4th grade classrooms at Bracher School.

BR\CHER - Cont'd.

A non-PLAN 2nd grade classroom taught by Debby Smith, uses contracts and a Language Experience approach to reading. In this individualized approach there is a high personal relationship which is built between teacher and pupil.

In his third grade Frank Kadlecek is using the Triple A-S Science Materials and puts high emphasis on ecology. There is small group work in which children actively engage (individually and in small groups) in exploration activities. Each child is deeply involved in the project on which he is working.

Triple A-S
Science Materials

In the 5th grade Dave Haney has his children working on a math program that is prescriptive, based on the children's particular needs. To a great extent Dave uses manipulative materials, both in introducing a concept and in giving children practice in working with math models.

Another 5th grade teacher - Chuck Chaffin - uses simulations in his classroom through the development of a micro-society and the teaching of an economic system using play money or "wampum". Children buy and sell items, earn money during the day, and are involved in borrowing and lending. Some children have opened businesses and charge for their services. They pay fines for certain infractions and a franchise can be purchased for certain operations in the classroom. The whole micro-society idea is used by Chuck both as positive reinforcement and as an aid in teaching children to understand the economic system. This classroom is not open for observation at this time.

EXEMPLARY TEACHING AND PROGRAMS
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SANTA CLARA UNIFIED SCHOOL DISTRICT

BRALY:

Braly has a unique Kindergarten situation with Pat Aso, Doris Earl, and Julie Coronato. Their organization is a three-hour program with children coming back for an hour in some small group work. Every child attends an hour session in small group work at least once a week. These three developmental Kindergartens are task oriented in their approach to children, generally. The cycle that is used with students at Braly is one of evaluation, using the IDT and other instruments, a prescription of activities, and then a re-evaluation, using the IDT format.

I.D.T.

Braly's approach to preparing a child for first grade is one of developing academic readiness, yet without emphasis on an academic readiness program. Emphasis is put on social, physical, and emotional development. This program has much student activity in it, with practice in manipulating items, manipulating material things, and involvement in problems. Near the beginning of the year, considerable attention is spent in testing student responsibility. Of course, this continues through the year, by giving students opportunities to make decisions, that is, getting practice in decision-making. One Piaget technique which is used by students at Braly is the number role, that is, the counting role of numbers where children start with zero and work up as far as they can go, numbering the role or log in consecutive order. The Kindergarten playground is laid out rather uniquely too. Movement exploration obstacle courses are built.into the playground organization, Equipment includes the walking beam; the monkey bar, the slide, the turning bar; old tires are often used by the children for developmental activities. Other equipment provided in this Kindergarten are water tables, and sand tables, which are kept in the playground area.

Social, Physical, and Emotional Development

Number role

Kindergarten Playground

The reading program used in first grade at Braly - taught by Bernice Roberts, Betty Millender, and Nancy Balakshin in a first/second combination, utilizes the phonics tapes produced by the Economy Company with its highly structured phonic approach to basic skills. This program has been designed by first grade teachers to accommodate the Kindergarten youngsters coming from Braly's Kindergarten program.

Reading Program

Economy Company

BRALY-Cont'd.

One of the high points in Betty Millender's first grade classroom is her acceptance of students; there is evidence of much love for children, in viewing this classroom, in the fact that the children are very much at home in this atmosphere, which is comfortable but still an exciting place for a child. This colorful, comfortable classroom is one in which you may see activities such as making waffles or hatching eggs; it is filled with creative situations, but most of all filled with love of students for their teacher, and of the teacher for her students.

In Bernice Roberts' classroom, listening posts are used and some learning centers have been developed in a reading supplement approach.

In Nancy Balakshin's first/second combination an individualized program is used; this individualization is most evident in the reading program.

In the second grade classrooms taught by Lynn Bane, Marianne Fought, and in the second/third combination taught by Lianne Ozawa, the phonetic keys by Economy Company are used as supplementary program. The other State basic texts are used as the backbone of the reading program.

Phonetic Keys by Econony Co.

In Braly School's third grades taught by Karen Kulander and Donna Storer, along with Lianne Ozawa's second/third combination, children are exchanged for some subject area work. Both of these third grade teachers use learning centers and a contract approach with those individualized techniques in working with their students. Children are shared between the two rooms and this sharing is backed up and organized by much meeting and discussion of student progress on a daily and weekly basis. The construction of Braly School offers an open concept building for fourth, fifth, and sixth grades. These grades - housed in six of the seven classes, are entirely open, that is, sharing students, no walls or barriers between classrooms, with the common use of equipment centrally located in that building, and common use of the central area where interest centers are placed for use by any of these three grade levels.

Learning Centers Contract Approach

Meeting and Discussion of student progress

Rose Wise has a fourth/fifth combination in which she uses many individualized techniques with her students. This is an exciting place for children to spend their time and they are enthusiastic about the program. This combination class forms a basis in a model for some of the things that are changing at Braly School, and makes a hub for interchange between fourth grade and fifth grade classes.

Traditional Approach

At fourth grade in this open concept building, Juanita Boos uses a strong traditional approach in a most effective manner, utilizing modern, innovative techniques that are proven to be effective with students.

Team Sharing

At sixth grade in the open concept building, Marybeth Lakso, and Robyn Better use a highly integrated team sharing of students in their approach to subject areas. In this room, these sixth grade teachers communicate, and discuss students' needs and activities, in matching programs to students.

Inter-ethnic Composition of Our Culture

One of the focuses of the Braly School program is the emphasis on inter-ethnic composition of our culture. This area is emphasized in all grades, Kindergarten through sixth. It is evident in the ethnic backgrounds of the teachers, and in the programs being developed at Braly, through community resources, that is - having speakers come in and discuss the heritage and traditions of ethnic groups, PTA programs put on for the school in general, and exhibits displayed for student use. Each month of the school year the PTA places emphasis - along with the school - on an ethnic group, viz., October was explorers' month; November - Native Americans' month; December-Scandinavian month; January-Chinese month; February-Black History month; March-Mexican month; April-Japanese month; and May-potpourri month. Better understanding of the sub-cultures that make up our American heritage, as well as emphasis of the self-image of each child, are goals which are hoped to be accomplished by this program.

American Heritage

Parent Aides and Volunteers

Parent aides and volunteers are utilized at Braly School in a number of ways. In first, second, and third grades, parents volunteered to supervise a number of tasks at schools.

Work Box

One program is called the Work Box, that is, teachers in each of these levels ask parents to make tapes, run dittos, record grades, grade papers, prepare art work, copy and stencil material, collate books, prepare student work of all types.

BRALY-Cont'd.

At fourth, fifth, and sixth grades parents, as well as High School and college students are used as aides to interact with children in the classroom. A program is under way now which will hopefully attract senior citizens, who can benefit by working with children, and from whom children can learn. Through the experience of these individuals and through their excellent teaching, together with their emotional stability, values can be gained that are not readily available at most schools.

High school and college student aides

EXEMPLARY TEACHING AND PROGRAMS
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BRIARWOOD:

Individualized Spelling

At Briarwood School the third grade has an individualized spelling program at work. Jean Hansen and Phyllis May have written units of work based on each chapter of the spelling book and children can proceed at different rates through the book, depending on their inclination to go ahead in spelling and their readiness to take new words. All of the spelling tests are on tapes, and children can sit down at a listening post and take a spelling test through earphones and a tape recorder, but in practice this has not worked out. Teachers find themselves giving many tests over and over again. Jean Hansen states that she can give as many as four different tests at one time successfully. Children take their spelling in word form up to lesson 16. From lesson 16 on they continue with the word form but also add dictation of sentences. that proceed in a cumulative way up through lesson 35 where all the words are in sentence form. At the beginning of the year these teachers gave their children pre-tests to determine their entry levels for the individualized spelling system. At the end of the year they will take the same test, as a post-test to determine growth through the year. In this way it is hoped that progress can be shown in this individualized spelling system. Each child maintains a folder at his level, with the words contained in his contract. The particular activities which he has to do are stated; he is given seven options in each lesson, from which he must choose three up through lesson 10. After lesson 10, of the seven options, students must choose five. After children have completed their spelling book, they work on other enrichment spelling activities from science and from social studies. This program can be observed between 10:00 and 11:30 daily. Not all of that time is spent on spelling, but spelling is fitted into the program within that time block.

Options

Enrichment Spelling activities

At the fifth grade level at Briarwood, the afternoon is spent in a variety of activities. Children generally, are grouped in the afternoon and travel between classrooms, (1) in spelling with Jon Mintz, (2) language arts with Jean Kelley, (3) social studies with Carolyn Cleek, and (4) science with Mike Goltzer Part of the morning is spent in a variety of other activities. These optional activities are given between 10:45 and

11:30 and include chess taught by Mike Goltzer, journalism by Jean Kelley, basketweaving by Jon Mintz, and stitchery by Carolyn Cleek. Children choose one of these four options and stay with that program for approximately a two month period, after which they can change to another program of their choice, or can remain with the same program for a longer time.

Chess, Journalism, basket weaving, and stitchery

Children enjoy this option program very much and are enthusiastic about participating in it. It is interesting to note that some children who do not readily succeed in a classroom atmosphere, have been most successful in the chess area. As children win tournaments in chess, they gain in their point standing, and it is surprising how some students who have been less effective in their academic careers, really shine in chess. Some children find a good outlet in the journalism field, through the interviews they hold with members of the faculty and members of the community. In addition, a newspaper - the "Briarwood Bugle" is produced about every two to three weeks. In this paper is an accumulation of the children's work who are in the journalism class.

The students in Carolyn Cleek's stitchery class are getting some involvement with parents through bringing their products home and working on them there, and through bringing some of the home products to school to show the class.

The basket weaving class has become so interested in their project, that they have tried to acquire more materials to be used at home. Various sources have been located and much interest has been built by the children for weaving. In both the weaving and stitchery, there are some cognitive skills that are taught and reinforced. Stitchery requires children to do considerable counting and remembering of detail, that is - counting both patterns and designs, as well as manipulative skills.

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

HAMAN:

Open Court Reading Program

In Haman School, both Kindergarten classes taught by Freida Heisch and Pam Jay are presently using the Open Court Reading Program. This program is also in effect in one first grade class taught by Pam Branch, in one 2nd grade class taught by Sue White, in one 3rd grade class taught by Judy Graveline and in one 4th grade class taught by Doris Britschgi. The Open Court Reading Program is also used in several Hard-of-Hearing classes, in that these children do their contract work by obtaining some instruction in regular classrooms.

The organizational arrangements are somewhat different from that of our split-level types of programs around the District.

In grade 1 a split-level arrangement is in effect where the Open Court series can be seen from 8:45 to 9:45 A.M., and also from 2:05 to 3:05 P.M.

In 2nd, 3rd, and 4th grades the split-level organization is used only on Monday; special children are invited in for the afternoon sessions for work between 2:00 and 3:00 o'clock, but the Open Court program is usually taught between 8:45 and 10:00 o'clock. Children are heterogeneously grouped and Haman School would like very much to expand the program this following year to the 5th and 6th grade levels. One of the keys to this program is its correlation of many subject matter areas, viz., reading, language arts, (made up of writing and spelling), which are brought together in this approach. The program contains a strong phonic component with a great deal of work in word attack skills. Activities can generally be classed in two areas:

1. Class presentations: This is made by the teacher to the class as a whole.
2. Workshop: The teacher works with small groups, individual children or larger groups on activities that are principally chosen by the children. Children can work in different interest areas to gain the same skills.

HAMAN - Cont'd.

Games are used in this skill development; children self-correct a good deal of their work, and some work is done on small chalkboards. Considerable writing is done in the language experience component. Included is work in literature, poems, proverbs and fables. The cost of implementing this program during the first year is from $350 to $500 per classroom. In successive years the recurring costs amount to about $1.50 per child. The faculty at Haman seems well pleased with this program and would like to expand it to other grade levels.

Open Court Reading Program

Bob Wasley's 6th grade - room 21: A program is under way in this class, using a Dental Hygiene Unit where a dentist, plus two assistants, come in for a two week period for one hour each day and conduct a pilot dental program. The date and time of this project can be ascertained by calling Haman School.

Dental Hygiene Unit

Karen Marshall - 3/4th grade combination-Room 14: This class uses contracts in reading which provide her students with some options in choosing activities correlated with Social Studies, Language Arts and Literature. Credit is given also for book reports in this way. Each unit of work that a child completes is evaluated on the facts that were answered as called for in the unit, as well as thoughts used in answering some of the longer questions in the contract. This program is available for observation any morning from 8:45 to 9:45.

Reading Contracts

A Library Learning Center is currently under construction at Haman School and is being operated by Corinne Sherlund, a Librarian. Contained in this Library Learning Center are a number of standard items for children to use,, i.e., typewriters, control reader with filmstrips, listening centers, an 8 mm single concept projector, a Science Learning Center, an Art Learning Center, and a Television Listening Center.

Library Learning Center

At Haman, several teachers have each taken a single discipline and are now developing a single unit of work on that area. Supervision for children working in the Learning Center is provided by teachers working in the Center in the afternoon, as well as by 35 volunteer parents headed by a Library Chairman 2-3/2 days per week, working toward the development of the center.

HAMAN - Cont'd.

Hard-of-Hearing Project

Another program of high interest at Haman is the Hard-of-Hearing Project, for children with severe hearing losses. The children come for work as early as three years of age through sixth grade age. An integral part of the Hard-of-Hearing program is the contact work that allows children to go into regular classrooms to do work with normal children.

Readiness Class

Haman School also has a Readiness Class taught by Gladys McFarland in Room 1. Between 15 and 20 students are given a considerable amount of work in reading readiness and math readiness. Many manipulative materials and exercises are provided for them. Motor and muscle development is stressed as well as sensory development in the acquisition of readiness skills.

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

KATHRYN HUGHES:

Primary teachers at Kathryn Hughes School use the Phonetic Keys to Reading series put out by The Economy Company. Teachers are sold on the strong phonetic approach used with students. Special texts as well as workbooks are called for in this program. Interested teachers may view the program daily from 8:45 to 9:45 or 2:00 to 3:00.

Phonetic Keys to Reading - Economy Co.

Jean Honda, Kindergarten teacher, uses Vinn games by Holt Reinhart and Winston, to develop the concept of items belonging to more than one set at a time. This practice of inclusion is immediately followed by work in phonics (phonovisual charts) wherein students see and use letters to make up words. Developing the thinking skill of knowing that units go together and form something different from their component parts, is most important. Jeanne Honda wishes no teacher visitors, but continues to operate a beautiful Kindergarten.

Vinn Games

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

LAURELWOOD:

Pre-school

A pre-school operated and managed by the Laurelwood Community, is housed in two rooms at Laurelwood School; Rooms 3 and 5 have been equipped by the Laurelwood pre-school in the program for three year olds, and accommodates approximately 42 students: a program for four year olds has about 50 children in it. The program for three year olds, which is in session two days a week, for two hour periods, includes work in arts and crafts, beginning learning skills, manipulative tasks, and physical skills to develop both large and small muscles. This class is taught by Judy Emmons and Mrs. Dredge, both of whom are hired by the Laurelwood pre-school. The four year old program is a continuation of the three year old skills development, where close communication is maintained with the Kindergarten teachers for an easy transition to the Kindergarten work a year later. Much time is spent in development of social skills necessary for success in a regular Kindergarten program as well as through the rest of school life. Each child in the four year old program is given the Inventory of Developmental Tasks during the Spring, to obtain a profile of the child when he is ready to go into the Kindergarten program. This also works as a pre-screening device. The teachers in this program are Jane Dredge and Marcia Coulahan, and the program operates Monday, Wednesday and Friday for two hours at a time. Two sessions are held each day, one in the morning hours, and one in the afternoon hours.

Learning Center

Kindergarten teachers at Laurelwood, Pat Haney and Anna Herink, use two classrooms in a team approach. Children from one class meet between 10:00 and 11:45 in a learning center approach, while the other class is involved in P.E. activities, story work, social studies activities in a large group or small group free play activity. The learning centers are handled in the following manner: Five areas are set up where six or seven children in a team rotate in the five days within five centers, interacting in the centers on a daily basis. These

Split-level Groups

teachers have also organized a split-level grouping in which one group comes in at 8:50 and continues until 11:50, and the second group comes in at 9:50 and continues to 12:50. Approximately one-fourth of the class is called back for an extra hour four days a week. Both teachers are using the IDT to assess development of children. A group chart - as well as

individual charts, are used to keep track of children's progress and to prescribe certain activities which are carried on by volunteer parent aides or by the teacher.

Katie Park in room 10 at Laurelwood School has a first grade in which her afternoon reading group is entirely on a contract basis; this program can be observed between 2:05 and 3:05 daily.

Contract basis-First grade

Mrs. Parks' first grade math is also individualized, and 25 of 28 children are in this program. A wall chart is displayed on which the children's progress and location in units is posted. Achievement is shown by this chart; language arts is also handled in this center approach, in which several subjects are integrated into units of work, creative writing, some art, and some mathematics. Children are really "turned on" by this program and are extremely enthusiastic over their progress, and their ability to work and make decisions on their own. A number of parents are involved in the program as aides, at appropriate times.

At the third grade level, Ruth Hessenflow individualizes through contracts in science, mathematics, social studies and reading. Learning centers are used in a different way in this room than in some other rooms. Mrs. Hessenflow calls these "mini-centers" in which children can operate when they have completed their regular contract work. The centers are built with high interest motivating material. An example might be one on birds about which children are highly interested. These contracts, written by Ruth Hessenflow, cover as many as 19 books in reading work that is appropriate for the third grade, which covers second, third, and fourth level materials. Her contracts contain the following components: An objective, a "use" column describing the materials to be used, and a "do" column describing what the child is to do in this series of learning activities - together with frequent teacher checks and self-checks by the child. This is followed by a test which determines at which level the child has passed the contract. In this program all contracts are corrected by the teacher on a daily basis. At this time the class is not open for visitors.

Individualization through Contracts

Mini-centers

Joan Hogenauer, third grade teacher at Laurelwood, room 15, uses a similar contract type approach with her students. Contracts are written in reading and mathematics, and these programs can be observed during the first hours in the morning and last hour of the day.

Contracts

During the math period from 11:10 to 12:10 visitors may observe the class. A similar approach is used in language arts, where four alternating activities are in process in English, spelling, handwriting and creative language. Children rotate between these centers one day per week and the centers are open for work four days a week. They do not operate on Friday when other types of activities are engaged in by the students. From 12:55 to 1:35 the centers are used for science, social studies, health, and [illegible], and the children rotate among these activities in a similar way to the morning session. Management of these schedules is by posting on the chalkboard, the points to which children are to rotate in groups.

Reading and math contracts

Center approach

Jean Swift's third grade class uses contracts in reading and math, along with the center approach in science, social studies, health and art.

Social Study contracts

The fourth grade teachers at Laurelwood in building "C" - Karen Krenovsky, Mary Anne Seney, and Betty Crawford, have developed contracts in social studies, reading, math, health and science, and utilize the learning center approach for language, art, and music. A unique way of writing contracts is used by the fourth grade teachers at Laurelwood. There is a sharing of writing areas that are mutually agreed upon among these teachers, in which the author of the contract uses it with her students, two weeks before the other teachers put them into effect. This allows the originating teacher to make such changes as she deems necessary, before the other teachers use the contracts with their children. In this way the contracts have been tested at least once. Although the contracts are highly specific, teaching modes make these classes entirely different.

The Resource Center located in Building "D", is an open concept building, in which the central area is stocked with some tables at which the children may draw and work. On these tables are pamphlets, displays of material on health and safety, nutrition, and first aid. A sign-out sheet is provided at each table. Fifth and sixth grade teachers have all contributed to units that are kept in the central area.

Ann Julian, the School Nurse at Laurelwood, helped gather some of the materials that are stocked in this center. She has arranged for resource people as well as films to be used.

LAURELWOOD-Cont'd.

One of the things the teachers like very much about this program is that there is no prescribed way in which units, pamphlets, or books must be used; it is left to the teacher's or child's option. Children can be directed to the center where they acquire the materials and use them in whatever way the teacher or child may elect, (if the option is given to the child).

Project PLAN

Two of the three teachers at the 5th grade level are team teaching and using the Project PLAN materials. These teachers, Marcia Jochim and Judy Leal, former PLAN teachers (using the PLAN documents with some modifications) are experiencing success with the program. One teaches math and science, while the other teaches social studies and language arts. Children are exchanged during the day. Even though computer support was used with this program in the past, teachers are finding a successful way of managing without the computer.

Individual Decision-making

Bill Laine, fifth grade teacher at Laurelwood, uses a slightly different program of planning with his students. Considerable individual decision-making is asked of children in this room to produce a plan whereby they can work through lengths of time appropriate for each child, and work through material appropriate for their use. A unique management plan has been developed by Bill Laine in which he displays on a chart, the work location of each child in the classroom; in this way he can select children with common problems and at common levels, to work together in small group activities, and thus can talk with them on more than an individual basis. He also uses some PLAN teaching/learning units in his language arts approach to Roberts English.

Open-ended approach to decision-making

Dick Jones, sixth grade teacher, uses an open-ended approach in decision-making and assignments for children's work in his classroom. Dick manages this program through charts on which he keeps track of the progress of students. Students are given dates when materials and reports are due and guidance through the work as it progresses. Responsibility and initiative, as well as self-management skills are taught through experience in this program. Students are particularly pleased with their opportunity for decision-making.

Team approach

Mr. Jones and Sherilyn Shirley, the other sixth grade teacher, share a team approach in mathatics. Sherilyn uses contracts in mathematics and in science and also has an individualized spelling program. Learning centers are used periodically, in literature and in social studies.

LAURELWOOD-Cont'd.

Don Delong, a fifth/sixth grade teacher at Laurelwood, in room 26, uses a program in all subject matters, which is Goal and Objective oriented. A binder is kept of sheets on each child, on which are noted the Goals and Objectives which they have selected to work on in this program; both long term and short term goals are kept in this way. The areas covered are American Studies, Languag e arts, science in Action, and Math Success. Goals are set in a conference situation between the child and teacher. Past subjects are reviewed and in each subject area at least sixteen options are offered to children, from which they have to choose four. A typical goal sheet worked through with a child may include these topics: a biography (a child must read a book and report on that biography), periodicals (reading about places in the Americas), geography (land forms and natural resources are covered), map study (outline maps are used, as well as location skills), special studies (an assignment is given on each State which the child selects, on which he is asked to do a pamphlet, a float that can be mounted on a wagon, or other device, plus an oral report on the State). This is a skill job and stresses the reasons why one should visit the State. Another option is the seminar which includes five inquiry questions for each week the child is in the program. These are discussed at the end of the week or during the week, in small seminar groups. Another goal called, "Time Line" requires that the children select a character, a famous American from the Americas, and work a Time Line on this person based on his life. Task Cards are also given on the Americas on which tasks such as dioramas, construction projects, creative writing, contrast and comparison between these units, specific countries, historical documents, plays, life styles, planning trips to various countries, and Who's Who in the history of the country. A goal is selected in spelling also, where the children must select words they do not know from the American Studies Program. At the present time they are emphasizing proper nouns. Children keep an individual spelling vocabulary box in which their words are filed and used for reference in their work. An oral report is also another option: the child can give an oral report on any of the past nine areas of work. An eleventh option is history; children go through textbooks and other material and pick out salient facts. The twelfth option is an archeology kit that is used in the classroom; in this the children work through a series of learning activities described in the unit approach. The thirteenth option

Goal and Objective oriented program

American Studies,

Teacher-student conference.

Goal sheet

Individual Spelling Vocabulary Box

zeros in on specific countries. Here the children are given the option to pick a country, read as much information about the country as possible, do a work sheet on the country, list the four most important natural resources of the country, and other activities. Children working in this unit make a resource box, usually an actual box made out of a shoe box or like size material, where some natural resources are collected and put in a mount covered with Seran Wrap. A brief description is written about the item - the natural resource. These items are displayed in the room. The fourteenth and fifteenth options are open ones left to the discretion of the teacher, based on the particular needs of a child. The same format is followed in a mathematics program and in the language arts program. The language arts program includes many options also. Option one is periodicals; second is short stories; third is a library book, fourth an SRA kit project; fifth is poetry; sixth is scientific reading; seventh is advertisements; eighth is spelling, and the words appropriate to the language arts program on the past work done in that area, plus words taken from a paperback called, "Words Most Often Misspelled and Mispronounced". The ninth option in the language arts program is a special interest report; the tenth is a novel from which several chapters are read for the duration of the goal level or contract, and reported on in various ways; the eleventh is called, "Where In The World", which is a matter of reading about places in the world which are chosen and correlated with other social studies projects. A twelfth option is special kits which may include work on mythology or the Vikings or other special interest areas. Option thirteen is special skill work based on what is prescribed for the particular child. The fourteenth option is called an "A" project in which the students earn an "A" based on work which they wish to attempt, and they are rather on their own in this project. Decisions are up to them, the goals are up to them, and the compilation of the project and due date also are up to them. Each morning goals are checked individually by the Vice President of the class, and an announcement is made of what goals are due for each individual child, at the end of that day. Management of this goal setting mechanism is taken care of during the first half hour of the day. When students have completed their assignments, a card is displayed. They are then ready to set new goals. This program is open for observation between 9:50 and 11:45 daily.

Management of goal setting

LAURELWOOD-Cont'd.

Exciting things are happening in mathematics too, where children are working on State and Federal Income Tax, the stock market, brain teasers, an aftermath kit, math stumpers, together with skill work. Planning a trip is also included, together with Shopper's World. You will find Don Delong's classroom most interesting. Nothing stops when you enter to observe this class, and that tells you something about students internalizing goals and objectives.

State and Federal Income Tax - stock market

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

MARIPOSA:

Jo Ann Coleman's classroom, room 20, includes a reading program based on incentive for which there are 100 book and 50 book awards for children who read either number of books. There are six component parts of the program: (1) goals and objectives; (2) materials necessary for classroom use, (3) materials in student folders, (4) teacher's conference sheets, (5) the incentive program, and (6) the accountability procedure. The main objective of this program is well stated: To develop the ability to read effectively and for a purpose, information, enjoyment, etc., in a relaxed and non-pressured atmosphere. One top priority in this program depends on how well the teacher is informed on children's literature. The teacher must know children's literature, must have a working knowledge of a number of different books, because books and styles have to be matched with children. Equipment in this program amounts to a class library, an occasional daily newspaper, a most important tape deck and earphones for recording poetry and listening to one's self while reading, a listening center equipped with earphones for students listening to stories, poetry, music, and for use while they are reading along with the items from a book as well as the control reader and the Bomar Reading Series. An activity that allies with all of this arrangement is an individual and group reading project. Choral reading and plays have been very successful. The two tests that are used in diagnosing reading ability are the Comprehensive Test of Basic Skills and the teacher's own professional judgment. Management of the progress of children in this program is handled by each child keeping a folder on his reading experience, in which he keeps a tally sheet to mark his progress, and a book report form on each book he reads. On the daily tally sheet, the date, book title, and author and number of pages read are recorded. Book talks are given on a monthly basis on the books which have been read. The items which are included on this book report are the title, author, a short reading from the story, the main idea, the setting, evaluation, and showing of the book. Voice quality is judged in this oral presentation. Children are judged by the class on their performance in handling these book reports. An application may be put in by a child for the 50 or 100 book award.

Incentive Reading program

Individual & group Reading project

Comprehensive Test of Basic Skills

On this form they must have a complete record of the books they have read, an oral report which they have presented to the class, thought outline from one book read, a full-page evaluation of one of the books, including an analysis of what the author is trying to say, how he says it, and what the child has gotten out of the book. The child must also include one of his own short stories, complete with illustrations, and he must have completed a number of exercises and pages in a standard book at his reading level.

The awards that are given as the end result of the 50 and 100 book program are some certificates plus other items provided by the teacher. Another innovation that this teacher uses is called the "Glasser Meeting". Each Monday the class has a meeting led by the students, in which they interact with each other's ideas on current events, class problems, personal problems (such as feelings on prejudice, feelings toward each other about prejudice, about animals, etc.). The children enjoy these sessions very much, since it gives them an opportunity to express themselves as well as to listen to others, and it has motivated many of them to bring in extra material to share with the class, to talk about, to discuss and to form opinions. Open-mindedness is an essential part of this program, and is encouraged in this type of discussion. The teacher does not interfere in this process, but allows the discussion to be completely open-ended. Every meeting is begun with the cardinal rule of - "raise your hand if you have something to say, and listen to what others have to say". During these discussions speakers or visitors are brought in to offer discourse on certain topics with the children at their request. This program is open for observation from 2:00 to 2:30 on Wednesday afternoons.

"Glasser Meeting"

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EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

GEORGE MAYNE:

The ALOHA Program

Three large scale programs are in progress in this school, the ALOHA Program (a language program) in effect in a Kindergarten/First Grade classroom where teachers are team-teaching; a second program - a bilingual education project - operates in the same Kindergarten/First Grade classroom, where children are learning to read both Spanish and English, and will be learning to speak and understand both languages. A third program which is optional in Kindergarten through sixth grade is the Mayne Individualized Math Program. This is based on the Ferguson Math System where one hundred levels are defined and packets of work are available on each of these levels. This program utilizes many teaching-learning materials. A description of each of these programs - written by the school - is attached. Further information on the ALOHA language project can be obtained by visiting Sakamoto School in the Oak Grove District where the contact person is Bill Adams. Arrangements can be made by calling 258-9573, the ALOHA Project LEA.

Bilingual Education Project

Individualized Math Program

Science Program-Resource Learning Center.

At this school a Science Program is in use as a part of the Resource Learning Center. This science program, called "Dimension 99" produced by New Dimensions in Education, Inc., out of Plainsville, New York, includes science oriented stories, audio-visual aids, projects, experiments and research are used to reinforce 48 basic language art skills. Ecology, space exploration, and oceanography are among the subjects of special interest that motivate real effort and accomplishment. The story cards present a practical distribution of reading levels determined by Spache and Dale Chall standards. In the Dimension 99 program, 19% of the activities are designed for high 2nd level, 60% for 3rd and 4th level, 21% for 5th and 6th levels. Children come into the Learning Resource Center, select their activities, either of their own option or a teacher assigned lesson. Learner logs or workbooks not presently used consumably, reinforce lessons and activities performed.

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MAYNE INDIVIDUALIZED MATH PROGRAM
(Furgeson Program)

The Mayne Individualized Math Program is based on the Venn W. Furgeson Math Program. The Furgeson Math System is a teacher developed and tested program, which provides for the sequencing of the mathematics curriculum according to the state-adopted texts. The math concepts taught in the one hundred levels start at kindergarten and continue into seventh grade material.

Each child has been given a diagnostic test in Spanish and English, and will be placed into the level in which he needs help.

The program is constructed to utilize many teaching-learning materials including audio tapes, filmstrips, teaching charts, manipulative materials, and games that reinforce the basic mathematics concepts.

The program includes the following mutiple teaching approaches:

1) Math level worksheet packets
2) Diagnostic tests (Spanish and English)
3) Student profile folders
4) Instructional (teaching-learning) kits
5) Neufeld blocks (substituted for Lago blocks) teach one-to-one relationship, place value, number operations (addition, subtraction, multiplication, and division)

The profile folder provides a permanent record of each child's progress through the levels. As each level is completed satisfactorily, the teacher will sign the profile chart and a new level is assigned.

This program has been adopted in all grade levels in the school in order that continuous progress can be assured. Your child may be assigned to a different teacher for math instruction on certain levels. This aspect allows for the individualization of the math program through flexible grouping, in addition to varying the amount of time necessary to learn the concept and varying the instructional materials used to teach the concepts.

YOU ARE MOST WELCOME TO COME TO THE SCHOOL TO SEE THE PROGRAM IN OPERATION.

BILINGUAL EDUCATION PROJECT
GEORGE MAYNE SCHOOL

At George Mayne School the Kindergarten and First Grade children are participating in a bilingual educational program. These children will be learning to read in Spanish or English and will be learning to speak and understand both languages. Children learning to read in English will participate in the Hawaii English Program; while children learning to read in Spanish will participate in the Spanish Reading Program.

Lessons in Social Studies, Science, and Math will be presented in both Spanish and English. Bilingual teachers and aides will work with children in both languages so that they may be sensitive to the differences in both cultures and develop a greater degree of mutual interest and understanding.

Both programs assume that children are not all alike and that they learn in different ways and at different rates. Therefore, the programs provide a variety of ways of learning so that the child may put together the combination that helps him most. Activites as well as books help children to learn, so we are making and doing things as well as learning by remembering what we read. Children are making their own discoveries instead of memorizing what is in a book or what the teacher says.

Another important aspect of our program is that children help each other learn. This happens naturally among children all the time. We call this peer teaching. A child who has finished a certain task, teaches one who is just starting it. The teaching child profits from fixing the knowledge more firmly in his mind and the learning child profits from the help and encouragement he gets from a friend. The children also plan and keep track of their own progress instead of waiting to be told what to do. In this way, they learn to take charge of their own learning.

Children of different grades are put together in the sam classroom because there is much evidence to show that they learn better this way. The older ones not only give the younger ones a model to follow, but they also learn a lot from helping the younger ones.

Parents can help us most by showing interest in what the children are doing and by giving them chances to tell about it. Children will be using some new and different learning materials. They will be learning to type on electric typewriters, operating film and movie machines, and listening to audio tapes. These materials allow for individualized instruction and provide for the different ways in which children learn.

We believe that these children will come to see that learning is something they do by and for themselves, rather than something teachers do to them. If they understand this fact, they will be able to keep on learning all their lives

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

McCOY:

Kindergarten: Two teachers team in two classrooms; one classroom is set up with manipulative and big-muscle tasks, and the other classroom is set up with sit-down, work-in-one-place type of tasks. Children and teachers exchange rooms during the day. These teachers have a highly developed math program called "Kustomized Kindermath" that is a Federally funded project. It gives them many manipulative devices to use in their math program. The teachers, Louise Nichols and Lisa Baumert also use parts of the I.D.T. in their program. This program can be observed from a one-way mirror and viewing room.

Two teachers team in Two classrooms

Exchange Rooms

First Grade: Mary Krug uses individualized methods in reading, math, spelling, and art in her classroom for most of the day. She uses volunteer aides two hours of the day, the beginning hour and the ending hour for her reading groups. In her classroom much small group instruction is used with groups of three to give to seven children. The listening center or listening post is extensively used in the classroom.

Individualized methods in reading, math, spelling and art

Third Grade: Nancy Surrell uses Learning Centers a great deal, in language arts, science, math; the language arts centers make use of crossword puzzles and related activities, word games, story starters, book report papers. In the math centers students check out view boards, puzzles, blocks, tracing material, use tanagrams and tick-tack-toe game activities. One of the most significant contributions of Mrs. Surrell's class is the management system in which she can correct everyone's work and keep track of where children are in all their work,

Learning Centers

Management System

Fifth/Sixth Combination: Helen Johnson uses contract teaching with much of the class work, especially for 6th grade students in arithmetic and in language arts, and science and health. Students help design contracts in each subject and establish a period of time for completion of contract assignment. All contracts are checked each week and at appropriate periods through the week where child's contract calls for a teacher check.

Contract Teaching

Students help design contracts

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

MILLIKIN:

Performance Objective Approach

A pupil profile has been developed at Millikin Elementary School, based on the task development of children. Approximately 60 items are included on this profile. It is used as a reporting device for parents, also during conferences and at all report card periods. Mary Ellen O'Keefe and Bernice Robles utilize this instrument and look forward to its development and evaluation through the year. This profile follows the performance objective approach in which progress is reported in terms of what objectives have been achieved. First, 2nd, and 3rd grade teachers are using the Sullivan approach in their reading programs. They are using the 21 different levels of the Sullivan texts in a consumable manner. For those children who learn best visually or orally, other basic texts are used. In this way the teachers at Millikin are doing some prescribing based on learning styles of the children in their classes. Children who succeed and do well in Sullivan continue to work in those books; children who do poorly are switched to another approach. In the Sullivan approach students have noticeably improved in spelling and word attack skills. Bilingual children have had considerable success in working with Sullivan in building a strong phonic base.

Sullivan approach in Reading Program

One of the primary benefits of the Sullivan program is the instant feedback it gives to the children. They have a feeling of accomplishment and immediate awareness of success. Any 1st, 2nd, or 3rd grade at Millikin may be visited between 8:30 and 9:30 A.M., or between 2:00 and 2:50 P.M.

Worksheets Individual and Group

Diana Halle, 5th grade teacher at Millikin, has done a great deal of individualizing in her classroom, in developing a series of worksheets for group and individual work in all academic subject areas. Several subject areas have post-tests that accompany the worksheets. Any time of the school day would be appropriate for visiting Mrs. Halle's classroom.

MILLIKIN-Cont'd.

Terry Denevan, 6th grade teacher at Millikin, has an unusual classroom environment; each child sits in an individual carrel where children spend their work study time. For group activities they meet in a central area for discussion, correcting of papers, group reading materials, social studies discussions or any group presentation which is made to the class. These carrels have been built by the teacher but serve the students very well in their work study time. Mr. Denevan is also using a Behavior Modification technique, in which Monopoly money serves as points paid to children. Students earn points by positive behavior, and by turning in work at the designated times. Stamped on the back of the Monopoly money is the verification that it is from Mr. Denevan. This obviates the problem of children counterfeiting money. Monopoly money is also awarded for handing in extra reports or for any positive action on the part of the students. Students can use their money to buy free time in class, for going to the library, listening to records at a listening post, listening to tapes, or for special time to work on special events, such as an art project. This teacher also has a telephone in his room which he had installed at his own expense. If the child comes in with the excuse that homework has been forgotten at home, Mr. Denevan can easily check out the child's story immediately.

Individual Carrels

Behavior Modification Technique

Monopoly Money earned for points

Telephone in Classroom

At Millikin School in 1st through 6th grades, the Ferguson math system is being implemented. One hundred objectives in math are outlined on a sequential concept development. As students accomplish each task, they are tested and checked off by each teacher responsible for the validation of that particular skill. Movement and progress through this sequence of math skills is accomplished by having the children take a diagnostic test which shows which math objectives they have achieved and which ones they need to achieve. Then as each unit of work is completed by a student he takes a post-test on which his degree of accomplishment is recorded and the teacher decides whether he should go on to the next task or repeat the skill on which he has been working. Work on this sequence of math development is being started at Millikin. The whole program is not operational but is in an exciting stage of development, and all teachers at this school are working on the implementation of the program.

Ferguson Math System

MILLIKIN-Cont'd.

A Reading Progress Card has been developed by Millikin, complete with student picture and a listing of books which the child has completed. This Reading Progress Card replaces the reading record card furnished by the District, and is especially helpful in that it includes Sullivan books used at Millikin School, as well as S.R.A. and other basic texts. An additional space is provided on this Reading Record Card for any comment on learning disabilities which a child may have, and the particular strategies that may work with a certain child.

Reading Progress Card

MONTAGUE:

Mrs. Sue DeVore's class - Contract Teaching in Math in the 2nd grade: The contracts are an accumulation of pages, most of which are drill papers. Children are assigned (depending on the skill they need) to a particular contract. Students in this second grade class are divided into six teams of five members each. This contract teaching is accompanied by small group and large group instruction in math, and the program is available to see daily between 9:50 and 10:40.

Contract Teaching in Math

A multi-grade reading approach is used for grades 4, 5, and 6, and in four classrooms at Montague. At 4th grade level, Georgette Buriani; at 5th grade -- Pat Taylor; at 5th grade -- Betty Recknor, and at 6th grade by Lois Strand work on this program in their various classrooms. Cross-age grade teaching, based on reading level, is being used in all four of these classrooms. Students move freely between classes at the appropriate times, and as children progress, they move between classrooms to the appropriate levels. This program works particularly well in this open-concept building. The lowest reading group is taught by Georgette Buriani, and the current project on which they are working is a school newspaper which includes notes on activities throughout the school. Skills in interviewing, writing, editing, collating, reading, compiling, and synthesizing, interpreting, are all taught in this program. Children are highly motivated to read in developing this newspaper.

Multi-grade Reading

In Mrs. Buriani's regular 4th grade class, as well as Sharon Clark's 3rd grade class, a team teaching situation is at work. This is based on the philosophy of Gerard A. Poirier of the University of California, where children work in clusters of teams of five to a team. There are six teams in each of these rooms, with a designated leader and co-leader. Children work in these teams throughout the school day and are seated in their classroom in groups of five in the team situation. All children must be team members and help each other. There is great interaction between the children in this program and there has been noticeable growth in leadership among the students. Assignments are given to a team and one set of work is handed in by each team. Team members are changed once a month and the teams are named by color - i.e., green, red, orange team. Behavior modification is used also in this program and individuals gather points for their teams based on their work and behavior throughout the day. In this program many options are given the students; much decision-making is left up to them.

Team Teaching

Behavior Modification

MONTAGUE - Cont'd.

A Kindergarten teacher - Carolyn Behn - Kindergarten "B" - uses a Station approach during the period from 8:30 to 9:15 and from 11:30 to 12:15. Stations are situated throughout the room. A manipulative station where beads and blocks are used for patterns and for noting sets and sub-sets. A puzzle station where jigsaw puzzles are put together, a listening center where records and worksheets are used and stories are read to them during which they follow with their eyes in a book, a sound station is used where worksheets are provided for students to use in sorting and classifying. A teacher station is also used where more formal reading readiness activities are taught; a pegboard station is set up at which students do considerable self-correcting, and patterns are followed. A writing station is also used in this classroom, containing work charts, and here sounds are matched with symbols and copying is done. This station approach which Carolyn Behn uses is in operation when half of the class is in attendance. She has split the class by sex - that is, boys attend in the morning session, and girls in the afternoon session. Carolyn is extremely pleased with the progress of children in the program now, and is currently working on a record-keeping device.

Station Approach

Halle Wright is a first grade teacher at Montague who has developed a creative approach to reading and language in which each child keeps an individual file box of words he has used in stories that have been written. Children write experience stories and build individual files of words used in those stories. These words are alphabetized and kept by each child. This language program is introduced to children through the use of high interest pictures about which the children write stories, based on words already in their files and new words which they wish to place in their files. This program is in operation between 8:45 and 9:45 in the morning, or 1:35 and 2:45 in the afternoon. Another unique feature which Halle Wright is using in this first grade class is a mailbox for each child. Papers are put in children's mailboxes and they pick them up before leaving at the end of the day, or hand in work in a similar manner. In this classroom also there are teams of five students working together. A team captain is named and teams are changed monthly; a balance of ability is maintained between teams. Team

Creative approach to reading and language

Teams of five children work together

MONTAGUE-Cont'd.

captains are responsible for their team members getting their work done, and points are given to a team upon completion of a member's work. In this way a team can gain points, or individual members can gain points.

Teams of five

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

MONTICELLO:

At Monticello School, Nat Louie in [illegible], room 19, uses the structured approach to behavior in his classroom; his students appreciate and respect Mr. Louie in this type of structured situation. In mathematics, extensive drills and exercises are practiced in math fundamentals involving individuals as well as well as group type activities.

Structured Approach to Behavior

Bill Boudreau, fifth grade, room 20, has converted an old projection room in the school into a dark room which the children use as a photo laboratory, that is, they take pictures, develop negatives, make prints, and use the pictures in their work in the classroom. Children actually do the work of developing and printing under the direction of the teacher working in the darkroom between 2:00 and 3:00 o'clock on a scheduled basis. The students look forward to this activity, and a great deal of enthusiasm and interest is built in photography. Bill also produces a newspaper at the school, and issues are published semi-monthly.

Dark room photo lab.

Semi-monthly newspaper

In Bill's science program, an unusual activity is open to students. Six telescopes have been purchased by the teacher and are checked out to students to take home and use for observation activities. These learning activities are used in conjunction with a worksheet which was put together by the teacher.

Science program
Telescopes

Some dramatic activities are being presented by teachers at Monticello. At the fourth grade level some dramas are being produced that involve Westward Movement. The fifth grade classes produce a dramatic endeavor in American Heritage, in which every student in fifth grade (some 90 students) are involved in either the choral group or a short presentation portraying particular figures in American history, or events in American heritage. Typical events would be quotations of American presidents - Washington, Lincoln, Jefferson, etc., and other American heroes. Accommodations for presentation at your school during the last few weeks of May, can be arranged with Hal Plummer, Principal of Monticello School.

Dramatic Endeavor in American Heritage

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

POMEROY:

Resource Learning Center

A resource learning center has been set up at Pomeroy in an unused Kindergarten classroom, where shelves have been moved in for the normal library books that would be contained in any elementary school, together with card catalogues, file cabinets, and other things appropriate for a library. However, in this learning center a number of carrels are set up on tables, two on round tables, which are four-place types of listening posts. A six-place listening post is available on a 4x6 foot table. Each of these posts is equipped with a jack box for plugging in earphones through which the children can listen to a tape while at these carrel stations. This resource center is open at all hours of the school day, and manned by parents coordinated by a parent volunteer who does the scheduling and arrangement of substitutes.

Parent volunteers

Terr6 Johnson, the librarian for this building, is only at this site for two hours a week.

Teachers aend students in at any time during the day in groups of two or three or larger groups, to work on skills that have been assigned to them. Filmstrips, tapes, and records, can be utilized by children in this center or can be checked out by teachers for use in the classroom. An unusual device that has been made by parents is a mystery box used by children, into which they must reach through a covered opening and examine by feel, the objects contained in the box. There is room for five different objects in five different boxes. On the top of each of these boxes is a door through which a new item can be added. Parent volunteers take care of changing the objects that are in mystery box, on a weekly basis.

Mystery Box

Some of the equipment which is available for student in this center is the graflex audio studymate, on which filmstrips can be viewed along with accompanying tapes; tape recorders, single contept 8mm projector and an audio player. Audio players can be checked out by children to take home, together with the accompanying tapes. Microscopes are available, a control reader, a record player, slide viewers, and there is ready access to filmstrips that can be checked out for use within the library or within the school. A display case is also available for children's projects that are brought from home or developed at school.

Display case

Available Resources

A number of resources are available for use of teachers. These have been put together by parents and by the librarian, and are arranged in boxes on six shelves. These cardboard cases have an inventory of contents displayed on the outside. Included within each of these boxes are pictures, books of fiction and non-fiction, records, maps, magazines, filmstrips, flashcards appropriate to the box title. The titles of these boxes are - "Mammals", "Indians", "Planets", "Fishes", "Insects", "Conservation", "Seeds and Plants", "Reptiles and Amphibians", "The United States", "Countries", "California and Missions", "Children of the World", "Transportation", "Birds", "Famous Men and Women", and "Foods". The teachers come in and check out this material for use in their classrooms.

Empty Classroom

At Pomeroy School this year one empty classroom was available and not being used by a full class. Third third grade teachers, Nelle Katayama, Blanche Stimpson, and Jean Dunaway set up the classroom in such a way that learning centers could be permanently placed on tables and not disturbed except for use in the station approach.

Station approach

One station is set up with a cardboard box with ditto type units; in this are eight units on geometry, followed by a master test at the end. This mathematics center is set up with flashcards also, and other appropriate material. The second learning station is set up with an overhead projector and screen, and here students are currently using overlays to show parts of insects in a unit on entomology. A display case in which insects are kept pinned in boxes, is available for children to look at and they may add to this collection if they so desire.

Entomology

Mailboxes
Milk cartons

A unique arrangement using mailboxes for children in this room has been made out of half gallon milk cartons that have been placed in groups of 30 and bound together with contract paper. Distribution of papers is made to children in the classroom in this way. Both incoming and outgoing mail is handled in this manner.

At another learning station are other math units of work based on chapters in the State text. These supplementary materials are used by students during their activity time in the afternoon, as well as other times. Another kit used in this room is the SRA reading for Understanding Kit. At all levels, Kindergarten through 5th grade at Pomeroy, High School students from Buchser may work with individual students on reading and math exercises that are set up by the teacher. This may be simply sitting down with the child and listening to him read, reading to a child, helping direct a group of children, or generally aiding a teacher in a classroom. Kathryn McClenahan, the Learning

High School students

POMERCY-Cont'd.

Assistance Teacher at Pomeroy, coordinates the scheduling and activities of these aides that come from Buchser. Approximately 40 students are used in this way throughout the school day depending on the period of time they have free at Buchser High. Teachers throughout the school are enthusiastic about having some help in individual instruction for children with learning difficulties. A volunteer parent has been coming to Pomeroy for one full day a week; this former teacher helps children in remedial reading at every grade in the school. Her activities have also been coordinated by Kathryn McClenahan, and her influence as a volunteer at the school has been extremely beneficial.

Classroom Aides

Volunteer Parent

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

PONDEROSA:

Open Court reading

Open Court reading is being used successfully in Sharon Bencke's classroom. Studys are responding well to this reading program with its strong phonetic base as well as its language experience approach.

Multi-sensory

Multi-sensory components of visual, tactile, kinesthetic, and auditory approaches are used in this divided day program. Parents are most positive in that their children can see success over a short period of time. The program can be observed from 8:45 to 9:45 or 2:15 to 3:15 daily. Cost of equipping a classroom with the Open Court system is over $400 the first year. Recurring costs amount to $50.00 per year. An exciting part of this program is the close coordination of subject areas, i.e., reading, writing, and language are not taught in isolation, but dealth with together for a better transfer of skills.

Fran Singer and Terry Fortress, as well as Sharon Bencke use a contract learning center organization for math, creative writing and science. Usually five or six centers are open each day. A captain of the center is designated who first reads the directions on the task cards to help direct activities of other students. Students shift between these five centers as a group or individually. As a child finishes the activities at one station, he moves on to another. Student folders are kept by each child, but their daily work is checked while they are working at each station. Reading grouping is carefully organized and continually regrouped during the year. This is in third grade at Ponderosa.

Doris Dooley, Judy Schmidt and Kathy Kaoka meet weekly to discuss programs with students and to regroup individuals who have made gains and could be better challenged with more suitable material. State series are used in these three classes. The important aspect of this arrangement is the ability of students to see person progress as well as the progress of their friends. Students know they are not tied into one group with no hope of ever getting to the end of "that thick book".

Gloria Hurst also uses contracts with her students in their third grade classroom.

PONDEROSA-Cont'd.

Ponderosa School has an open type of building where the nine rooms open onto an area that is multi-use room size. One room at the end is used as a library, and is manned by a number of volunteers who come in on a daily basis. The resource learning center which is centrally located in the room, has a number of devices on which the children can work, i.e., overhead projectors, record players with earphones, filmstrip viewers, cassette recorders, and listening earphones as well as considerable table area on which children can work on projects. One table is covered with learning centers, that is, centers placed in boxes containing information - in this case - on drugs and narcotics. Center 1 is generally about drug abuse, the title being, "Why Do Students Take Drugs?" Center 2 deals particularly with marijuana; included in this center are pamphlets, plastic models of marijuana plants, pictures and worksheets. Center 3 is on narcotics. Questions are posed such as, "What Are Narcotics?", "How Can Narcotics Be Recognized?" Books and pamphlets from magazines are available for children to read. Center 4 is on amphetamines and barbiturates. Center 5 is on LSD, and Center 6 is on glue and glue sniffing and other types of aerosol can sniffing.

Resource Learning Center

Drugs and Narcotics

Betsy Wilson who has put together all of these centers has just developed a center called "Hard Drugs and Treatment". In it is an outline plus objectives of the program, an area on children and heroin, drug language, movie sources and bibliography, an area on drug abuse, mind drugs, drugs and the law, Hippies' help, paramount in drug fight, true stories, "Man, Pain and Drugs", "You and Drugs" (a book with the leading question on the front saying, "The Play is Yours". This book - "You and Drugs - The Play is Yours", is by Finkel and Krawitz, and is available from Ramato House, a subsidiary of Universal Publishing Company in New York, address: 235 East 45th Street, New York, N.Y., 10017.

Another area covered in this kit is: "Dial a Drug" which contains a colorful illustration of the brain and a sliding double mechanism where information can be dialed by turning the outside wheel to the desired drug, on which facts are given about that specific drug.

Betsy Wilson has some large illustrations - approximately 2' x 3' of opium poppies, heroin packets, pills, and balloons, of the heroin injection outfit, as well as pictures of each of

Illustrations

the drugs in another chart form, easily displayable for a whole class. Emphasis is placed also on legal use of drugs in this program, on its helpful benefits, as well as its harmful qualities. A display is available that can be checked out from IMC containing examples of all the pills plus paraphernalia used by drug addicts.

Another unit being used at Ponderosa School is a unit on drugs called, "Learn About Drugs" which contains two cassettes and four filmstrips published by McGraw-Hill Book Company. Check-out number for this is SS-363. Also available from is a series of other kits, one by Guidance Associates of Pleasantville, New York, called, "Narcotics" containing a record and a filmstrip- check-out number SS-134; another by the same company called, "Sedatives" - SS-132, and one called, "Stimulants" - SS-133; a fourth called, "Tobacco and Alcohol, the $50,000 Habit", - Ex-386; another, "Marijuana-Can You Believe"- SS-135. Each of these units contains objectives that the child is to achieve. The children are exposed to multi-media materials and asked to do certain learning activities. The activities which they are to do are arranged on task cards. Many times, as in the smoking unit developed by Betsy Wilson, the text material has been taped. Verification for work done in these centers is accomplished in a variety of ways that are suggested at the center. One way is a data folder in which children respond to the material in some meaningful way - through written express, through an art project, through cartooning - in some way indicating a response to the material which has been presented and on which they have interacted. This folder is then handed to the teacher who sits down and conferences with the child about the usefulness of the data gathered from the material, and his own personal reaction to the unit. A child must be checked out on one center before moving on to the next.

IMC check-outs

Together with the drug centers in this classroom, are a number of others that are most interesting. One center contains letters for information, in which a number of addresses are kept in a resource file, which can be used by the children in writing for information on problems or items of their choice, of course, correlating language arts in this work in science and drug education. Each of these kits is set up in such a way that a child can design the learning unit himself and have a real part in the decisions that are made as to what goes into the unit. If the children have

no idea on how to attack the unit, there are suggestions which they can follow or modify - outlining their activities through these drug units.

An eighth unit is called "Slang"; a ninth "Today's Students' Problems With Drugs", a tenth "Bonus Activities", an eleventh - 'Interviews" which require participation of three children; a twelfth - "On Your Own', a thirteenth center - "What Do You See As the Problem to Students?" "See the News". Of course, this is working with current events in the newspapers. Center fourteen is a poster contest on drug abuse. Chapter fifteen, final test on drug abuse which is a culmination of all the centers.

Another interesting feature of Betsy Wilson's room is the playing of the stock market by her students. Each day quotations of the stock exchange are brought into the classroom and accumulated. Data sheets are kept on selected stocks by each student, on which they record the price at which they buy the stock and keep a daily record of the stock's activity. These records are kept in the form of a graph, showing number of daily sales, and one of the beneficial results of this program has been the discussion by students with their parents of the economy of the country as well as other financial data. This class has concurred that the glamour stocks are on a downward trend. One of the outstanding stocks seems to be the General Cigar Company; Western Airlines is on an upswing, TWA is rising rapidly, while IBM seems to be holding steady, along with Safeway Stores and Standard Oil Company of California.

Stock Market

Data Sheets
on selected stocks

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

SUTTER:

Tri-Tasks

Pauline Shaw's Kindergarten is an excellent example of an atmosphere where children learn. This experienced teacher uses Tri-Tasks in her classroom in many unusual ways, and the children make real gains in readiness for work they will be expected to do in first grade.

Charlotte Graham's Kindergarten uses a program which she has developed and calls, "It's a Ball" in which children draw or are given a ball that designates which of several centers they may work at, viz., math centers and listening centers are available in the room as well as other activities such as puzzles, consonant exercises, and games of many types. This center approach takes children to the primer level if they are ready to go that far.

"I See Reading Program

Joyce Jaeger has originated and developed a reading program in her Kindergarten classroom which she calls the, "I See Reading Program. It is based on the beginning of the language experience approach, in which she uses large charts of lined scratch paper to write down several sentences. In starting this program the beginning words are: "I see a _____" are written on lined scratch paper. The children then fill in the word "cat", "car", or whatever it may be. They are able to read this back to the class and may take the chart home and repeat the idea with their parents. Several sentences, five or six, are written in this way on each sheet of paper. Depending on the child's ability to handle more complicated work, an additional sentence may be included at the bottom or last line of the worksheet, consisting of more than a one word fill-in for this type of program. Children, parents, and teachers are extremely enthusiastic about this approach, and there is evident success on the part of the students.

Learning Resource Materials Center

At Sutter School a Learning Resource Materials Center is being developed by the full school staff. Terry Johnson, Librarian assigned to the school 2½ days per week for the development of this center works with the committee made up of one member from each grade level, during the beginning development of the Learning Resource Center. The school budget committee has allocated additional funds for material and equipment that can be used by all teachers in the center approach.

The idea being pursued here is that many resources will be teacher-developed and stored in the Resource Center; when teachers diagnose a child as needing a skill which is contained in one of the kits developed, she can send the child to work in that center which, of course, is out of her classroom. The success of this center depends on teachers knowing exactly what each unit contains, and their ability to prescribe specific work for individual children.

Individualized Instruction

Carolyn Hansen who teaches first grade at Sutter, in Room 4, uses individualized instruction methods with her students in mathematics. She has five groups and combines the traditional approach in math with the use of math laboratories. Her program can be seen between 10:05 and 10:45 daily.

American Holidays and American Heritage

Gwen McDaniel, in room 2 at Sutter, uses the American Holidays and American Heritage as a theme throughout the year in celebrating all holidays that are appropriate. One sample might be a New Year's Eve party after school has begun in January, the planting of shrubs and flowers for Arbor Day, and on May 1st a Maypole dance with appropriate accompanying music and songs. Different dramas are presented throughout the year celebrating holidays that make up our American Heritage.

Physical Education Activities

Sutter school has a well organized and developed program of physical education activities, first grade through 5th. Programs at all levels would be interesting to see; at first grade Mrs. Lucille Moorhead, at second grade Janet Bryce, at third grade Helen Agnew, at fourth grade Helen Ayres, and at fifth grade Bill Guluzes.

Presidential Physical Fitness Awards

At the fifth grade level the children are working for Presidential Physical Fitness Awards. An intramural noon program is in effect at Sutter School in which organized activities are regularly scheduled for fourth and fifth grade boys and girls. Handling the boys' program are Lee Giudici and Bill Guzules. Sports engaged in are football, soccer, basketball and softball. The girls' intramural league is handled on a quarterly basis by Helen Ayres, Helen Agnew, Jean Rowe, and Margaret Hill. Activities engaged in by the girls are basketball, softball, soccer, and netball, which is a form of volleyball.

SUTTER-Cont'd.

Sandy Overbaugh and Carole Nysmith both use the contract approach in their second grade math. Carol uses individual folders together with a reward system that gives children an option as to the location at which they would like to work. Children are extremely enthusiastic about this program and work well within the bounds set by the teacher.

Math Contracts

Reward System

Janet Bryce in second grade at Sutter, uses reading contracts and elements of individualized programs while utilizing standard State texts appropriate to that grade level.

Reading contracts

Carol Dorsey at third grade in room 15, uses individualized math contracts in her work in that area. In language arts she has developed a creative writing center which is well accepted by by students and can be seen between 11:05 and 11:30 daily. Miss Dorsey is enthusiastic about this center and the way the children react to it.

Individualized Math Contracts
and
Creative Writing Center

Margaret Hill, 3rd grade, room 9, maintains a highly individualized program for her students throughout the year in reading, math and spelling. During the Social Studies period she has children working in learning centers.

Individualized Reading, Math, Spelling

Helen Agnew - at 3rd grade - is developing individualized systems in the use of contract folders in mathematics for every student in her classroom.

Contract Folders in Math

Kathy Howden who teaches a 3/4th grade combination at Sutter, uses contracts for reading, language arts, and social studies

Reading, Language Arts, and Social studies contracts

The fourth grade teachers at Sutter- Kathy Howden, Jane Roew, Helen Ayres, and Sue Gleason, use a contract approach in which they share contracts for Social Studies. The developmental task of writing activities which can be used by children is shared by this group, and the results of their activities are in turn shared by other students. This sharing of work in Social Studies is also coordinated with the language arts program. The culminating activity for these students is a trip to San Juan Baptista in the Spring; this is student financed.

Sharing contracts

Teachers at 5th grade, Lee Giudici, Bill Guzules, Bob Duran, and Arlene Burzio, have a drug education program in effect now, utilizing a team teaching effort. In this Drug Education program the school nurse serves as a Resource person, and many discussion groups are held with students in both small and large group activities.

Drug Education Program
Team Teaching

SUTTER-Cont'd.

Arlene Burzio, 5th grade, has an interesting approach in her work with low ability readers; it involves varied daily activities which may include basic readers, Reader's Digest, SRA, Weekly Reader, Peanut Books, Story Writing, comic writing, oral reading.

Low Ability Readers

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CIARA UNIFIED SCHOOL DISTRIC T

WASHINGTON:

Allison Murbach's class - third grade, room 9 has an individualized math program in use; each child takes a pre-test before each contract and does only the portions of that unit with which he is not already familiar. This is determined by the teacher. When the contract is completed, the student takes a post-test, and if he is ready, moves on to the following contract. The program is available to see from 11:00 to 11:45 daily.

Individualized math program

Pauline Rowden's class - third/fourth grade combination - room 11 uses two instruments extensively, i.e., the listening post and the languag e master. The listening post is used with math tapes and dittoes to reinforce math skills. Books are available with accompanying records which the children follow with either silent or oral reading. The language master is used to reinforce math, addition, subtraction and multiplication.

Listening post and language master.

Diane Ishikawa - grade 1, room 2, has a program in this class which is more unusual than the others; it is the reinforcement of basic skills, based on individual student needs. Mrs. Ishikawa has an elective short reading period at the very beginning of each day, and in math from 10:30 to about 10:45. In the reading period the children can select from a number of different things, i.e., cards, records, pictures and other devices, which will help reinforce their reading. They may work on these during that period of time as individuals or in small groups, During the math period they use counting sticks addition and subtraction math cards, and various math games, plus other ditto work. Mrs. Ishikawa assists indecisive children in the selection of items on which they may work.

Bonnie Smith - Kindergarten - developed a program where individual student prescriptions are made by a teacher on a daily basis. Volunteer aides are used to help in the Kindergarten classroom. Children are evaluated daily on how well they individually perform an assigned task related to specific objectives to be achieved. Records are kept on a daily basis and reports are made to parents on a task achievement basis.

Individual student prescription program

WASHINGTON-Cont'd.

Games, manipulative devices, objects, etc., are boxed and keyed for quick selection by the teacher in prescribing tasks for students. Task areas include: coordination, colors, matching objects, vocabulary, number sets, numerals, copying, speech patterns, matching letters, story sequence, phonetic objects, recall animals, printing name, repeating sentences, rhyming sounds, sorting size, shape, color, sorting two ways, sorting three ways, alphabet, following directions, opposites, reading interest. The best time for observing is 8:40 to 9:40 and 12:00 to 1:00 P.M.

EXEMPLARY TEACHING AND PROGRAMS
IN
SANTA CLARA UNIFIED SCHOOL DISTRICT

WESTWOOD:

June Egerman's third/fourth grade combination will work in language arts in the afternoon on creative stories, puppets, using pictures, music and lift situations to build high interest in motivation in language arts. Another program which she has in operation develops a constitution and code of behavior for use in the classroom as well as around the school. The children develop this constitution, sign and agree to it.

Language Arts

Constitution and Code of Behavior

In her second/third grade combination, Louise Greenwood operates six Learning Centers between 1:00 and 2:00 o'clock, in the areas of language arts, science and health, math drill areas, social studies, maps and globe work. This is a program that starts late in the year, rather than extending through the whole year, and practice is given in proper behavior while in the Learning Center rather than moving the whole class into the learning centers at one time.

Learning Centers

At the Kindergarten level Mrs. Shirley Geisler uses a number of different programs, especially with her small work group in the afternoon between 1:00 and 2:00 o'clock, in reading readiness. She uses the Starter Concept cards by Scott-Foresman for letter sounds, words, along with the word cards. She uses the Aud-X materials for small group work also - for words, letter sounds and following directions. The Look-and-Do System by EDL is utilized, together with the filmstrips that go with the system, for discrimination of letters and pictures.

Small work group

Starter Concept Cards